Foreword

The articles in this edition of WoPaLP are arranged in three conceptual sections. The first section contains two articles, those of Khaing and Ezzaouya, related to both the application technology and vocabulary – learning and attrition included -- in applied linguistics and language teaching. As has been shown in the pandemic, technology plays an ever-increasing role in the world of language teaching. The second section contains three articles by Kótay, Kürtös and Alvarez, all of which are essentially curricular issues. Kótay-Nagy represents a link with the previous section in that it continues a technology focus. Finally, there is Dogan Ger's paper on cultural diversity awareness and intercultural competence.

All of them are pilot studies, with preliminary results, chiefly done to validate their instruments for the different particular uses in their main studies. It should be added, again, that such validation of a questionnaire, interview questions, etc. is always understood to mean the validation of not the instrument itself, but the validation of the instrument for the particular research purpose, as the instrument may or may not be valid for a purpose other than the designated one.

Khaing's pilot study tested the reliability of a questionnaire designed to measure the use of technology-mediated lexical applications, vocabulary learning systems (VLS) and problematic aspects of the vocabulary learning, demonstrating that it is possible to study these three constructs together in one questionnaire.

Providing a contrast to vocabulary learning, **Ezzaouya** analyses discourse of self-repairs, collected from Moroccan second language speakers of English, including and contrasting high level speakers with low level speakers, the latter of which also provides an angle on studying language attrition.

The study by **Kótay-Nagy** sought to address a research gap by developing an interview schedule suitable for use in exploring EFL teachers' practices and views of technology enhanced differentiated instruction (TEDI), to provide differentiated content and process in teaching, with benefits both for students and teachers, such as the enhancement of self-paced learning and formative assessment.

Kürtös' research aimed at discovering the possible effects of starting a new foreign language, revealing that the introduction of a second foreign language did have an impact on students' EFL learning in most cases, and resulted in changes in their language learning motivation and emotions towards their FLs. Students' language learning motivation and emotions appeared to depend on their previous learning experiences in the first place.

Alvarez and Win's study aims to describe the process of developing a semi-structured interview schedule to discover how teachers plan their English teaching programs, showing that all participants applied the Forward Design Model, rather than the Backward Design Model. The pedagogical implication of this study suggests that BDM should receive more emphasis in the training of teachers.

Dogan Ger's study explores teachers' attitudes and practices with respect to the development of cultural diversity awareness (CDA) and intercultural competence (ICC), piloting classroom observation procedures for subsequent use in large-scale research on the development of CDA and ICC. The study is based on the thematic content analysis of classes.

Happy reading!

The editors